

## Boundary Street Elementary

1406 Boundary Street  
Newberry, South Carolina 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	446 Students	
<b>Principal</b>	Weldon E. Humphreys	803-321-2616
<b>Superintendent</b>	Bennie Bennett	803-321-2600
<b>Board Chair</b>	Lee Attaway	803-345-7083

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	77	24	2

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Excellent	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Below Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Unsatisfactory	No

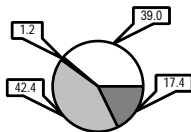
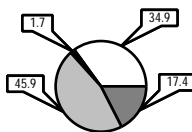
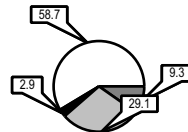
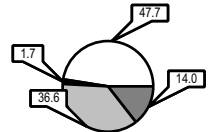
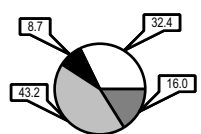
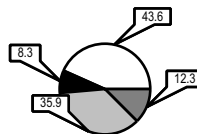
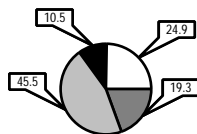
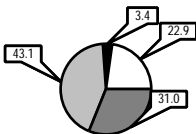
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	187	84.0	36.7	42.9	17.7	2.7	31.3	Yes	No
<b>Gender</b>									
Male	107	81.3	42.5	45.0	11.3	1.3	26.3	N/A	N/A
Female	80	87.5	29.9	40.3	25.4	4.5	37.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	53	90.6	10.6	55.3	27.7	6.4	51.1	Yes	Yes
African American	105	78.1	44.6	40.5	13.5	1.4	23.0	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	93.1	61.5	26.9	11.5	0.0	19.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	134	100.0	34.7	43.5	20.2	1.6	32.3	N/A	N/A
Disabled	53	43.4	47.8	39.1	4.3	8.7	26.1	I/S	No
<b>Migrant Status</b>									
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	183	83.6	35.0	44.1	18.2	2.8	32.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	27	92.6	62.5	29.2	8.3	0.0	16.7	I/S	I/S
Non-Limited English Proficient	160	82.5	31.7	45.5	19.5	3.3	34.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	143	81.1	46.2	39.6	13.2	0.9	25.5	Yes	No
Full-pay meals	44	93.2	12.2	51.2	29.3	7.3	46.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	187	84.5	25.2	51.7	20.4	2.7	38.8	Yes	No
<b>Gender</b>									
Male	107	81.3	22.8	51.9	24.1	1.3	44.3	N/A	N/A
Female	80	88.8	27.9	51.5	16.2	4.4	32.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	53	92.5	6.4	59.6	27.7	6.4	55.3	Yes	Yes
African American	105	77.1	34.2	49.3	15.1	1.4	31.5	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	96.6	33.3	44.4	22.2	0.0	29.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	134	99.3	22.0	53.7	22.0	2.4	42.3	N/A	N/A
Disabled	53	47.2	41.7	41.7	12.5	4.2	20.8	I/S	No
<b>Migrant Status</b>									
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	183	84.2	23.8	52.4	21.0	2.8	39.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	27	96.3	36.0	40.0	24.0	0.0	32.0	I/S	I/S
Non-Limited English Proficient	160	82.5	23.0	54.1	19.7	3.3	40.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	143	82.5	30.8	53.3	15.0	0.9	33.6	Yes	No
Full-pay meals	44	90.9	10.0	47.5	35.0	7.5	52.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	187	100.0	58.0	28.7	9.2	4.0	13.2
<b>Gender</b>							
Male	107	100.0	58.8	29.9	7.2	4.1	11.3
Female	80	100.0	57.1	27.3	11.7	3.9	15.6
<b>Racial/Ethnic Group</b>							
White	53	100.0	33.3	39.2	19.6	7.8	27.5
African American	105	100.0	69.5	23.2	4.2	3.2	7.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	29	100.0	64.3	28.6	7.1	0.0	7.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	134	100.0	48.4	37.1	11.3	3.2	14.5
Disabled	53	100.0	82.0	8.0	4.0	6.0	10.0
<b>Migrant Status</b>							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	183	100.0	57.6	28.8	9.4	4.1	13.5
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	65.4	26.9	7.7	0.0	7.7
Non-Limited English Proficient	160	100.0	56.8	29.1	9.5	4.7	14.2
<b>Socio-Economic Status</b>							
Subsidized meals	143	100.0	66.2	26.9	5.4	1.5	6.9
Full-pay meals	44	100.0	34.1	34.1	20.5	11.4	31.8

<b>Social Studies</b>							
All Students	187	100.0	47.1	36.2	13.8	2.9	16.7
<b>Gender</b>							
Male	107	100.0	46.4	38.1	12.4	3.1	15.5
Female	80	100.0	48.1	33.8	15.6	2.6	18.2
<b>Racial/Ethnic Group</b>							
White	53	100.0	31.4	35.3	27.5	5.9	33.3
African American	105	100.0	54.7	35.8	7.4	2.1	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	29	100.0	50.0	39.3	10.7	0.0	10.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	134	100.0	37.9	42.7	16.9	2.4	19.4
Disabled	53	100.0	70.0	20.0	6.0	4.0	10.0
<b>Migrant Status</b>							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	183	100.0	47.1	36.5	13.5	2.9	16.5
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	46.2	42.3	11.5	0.0	11.5
Non-Limited English Proficient	160	100.0	47.3	35.1	14.2	3.4	17.6
<b>Socio-Economic Status</b>							
Subsidized meals	143	100.0	51.5	36.9	10.8	0.8	11.5
Full-pay meals	44	100.0	34.1	34.1	22.7	9.1	31.8

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	76	97.4	14.3	38.6	44.3	2.9	47.1
	4	57	100.0	23.1	65.4	9.6	1.9	11.5
	5	57	100.0	38.9	48.1	13.0	0.0	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	81.5	28.6	35.7	33.3	2.4	35.7
	4	73	84.9	42.1	45.6	12.3	0.0	12.3
	5	60	85.0	37.5	45.8	10.4	6.3	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	76	97.4	32.9	57.1	10.0	0.0	10.0
	4	57	100.0	23.1	48.1	25.0	3.8	28.8
	5	57	100.0	46.3	40.7	5.6	7.4	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	83.3	31.0	45.2	21.4	2.4	23.8
	4	73	86.3	22.4	51.7	24.1	1.7	25.9
	5	60	83.3	23.4	57.4	14.9	4.3	19.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	76	98.7	60.6	32.4	7.0	0.0	7.0
	4	57	100.0	38.5	30.8	23.1	7.7	30.8
	5	57	100.0	72.2	24.1	1.9	1.9	3.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	55.1	26.5	16.3	2.0	18.4
	4	73	100.0	60.3	29.4	8.8	1.5	10.3
	5	60	100.0	57.9	29.8	3.5	8.8	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	76	98.7	45.1	50.7	4.2	0.0	4.2
	4	57	100.0	21.2	61.5	13.5	3.8	17.3
	5	57	98.3	66.0	26.4	3.8	3.8	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	30.6	42.9	24.5	2.0	26.5
	4	73	100.0	55.9	33.8	10.3	0.0	10.3
	5	60	100.0	50.9	33.3	8.8	7.0	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 446)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Down from 4.5%	3.7%	2.8%
Attendance rate	96.1%	Down from 96.6%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	15.6%	Up from 12.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	15.1%	Up from 11.2%	0.0%	0.0%
Eligible for gifted and talented	3.6%	Up from 3.0%	8.7%	10.4%
On academic plans	23.2%	N/AV	39.9%	33.6%
On academic probation	5.1%	N/AV	1.2%	1.0%
With disabilities other than speech	17.6%	Up from 14.6%	8.4%	7.5%
Older than usual for grade	1.3%	Down from 1.5%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	38.9%	Down from 40.5%	53.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	73.8%	Down from 78.2%	87.3%	87.3%
Teacher attendance rate	94.5%	Up from 92.8%	95.1%	94.9%
Average teacher salary	\$37,887	Down 2.3%	\$42,257	\$42,485
Prof. development days/teacher	16.5 days	Up from 11.8 days	12.6 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Up from 15.1 to 1	18.0 to 1	18.6 to 1
Prime instructional time	87.2%	Down from 87.4%	89.7%	89.7%
Dollars spent per pupil*	\$6,802	Up 9.2%	\$6,614	\$6,557
Percent of expenditures for teacher salaries*	72.5%	Up from 71.0%	64.0%	64.0%
Percent of expenditures for instruction*	79.8%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	98.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Average	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Boundary Street Elementary is a community school that fosters a positive learning environment for our students. In 2005-06, our Red Carpet designated school focused on meeting the needs of the diverse members of our student population. Utilizing classroom assessments, PACT data, and the Measures of Academic Progress (MAP), we studied the strengths and weaknesses of each child and charted individual courses for success. The addition of a school Math Coach provided through the SC Math Science Unit enhanced the teaching of mathematics. Fourteen fifth-grade students were members of the school's first math team and were awarded the Fifth Grade Meritorious Achievement Award in the national Math Olympiad Program. Opportunities for participation in the arts increased as our school was chosen as an Arts in Basic Curriculum (ABC) site. This affiliation with the SC Arts Commission will allow us to enhance our overall curriculum through greater integration of the arts. The exceptional arts program already in place at BSE was evidenced by local and state student art awards and by the school's outstanding musical production of *The Wizard of Oz*. Artists in Residence and the school's partnership with the Newberry Opera House increased student experiences in drama, music, and dance.

Our teachers continued to take advantage of opportunities to grow professionally through participation in school, local, state, and national staff development, workshops, and conferences to help ensure that school programs and instructional practices created the best possible environment for student learning. Second grade teacher Tina Wilkerson represented BSE as our Teacher of the Year, and Montessori teacher Marie Robinson was selected as the Newberry Reading Council Distinguished Teacher of Reading. Teachers were awarded seven academic and arts grants.

Our dedicated staff, supportive parents, and many volunteers worked closely to make student success a collaborative effort. PTO fundraisers provided teachers with important resources to support instructional programs and promote a positive school climate. School-home communication increased through an expanded school web site, and family nights included Literacy Night, PACT Party Night, and a Math Fair. We are proud to be a community of learners.

Weldon Humphreys, Principal  
Mike Beggs, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	55	40
Percent satisfied with learning environment	84.8%	81.5%	87.5%
Percent satisfied with social and physical environment	81.8%	87.3%	80.0%
Percent satisfied with school-home relations	72.7%	83.6%	77.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.